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ABSTRACT

The lives of people in developing countries need to be compared with and connected to the lives of people in prosperous countries. This is a central issue in what is known in Europe as the North-South problem. This publication argues that it is a problem that deserves a more central place in the political education of young people in Europe. Ideas for formulating and introducing a developing nations education program in the schools are put forth. The ideas are presented in seven chapters: (1) introduction; (2) a basic program for 12- to 16-year-olds; (3) the design of a lesson plan; (4) determination and formulation of aims and objectives: (5) the selection and sequencing of the learning materials; (6) methodological design; and (7) assessment and testing. (DB)

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Towards better education about the Third World

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curriculum ideas for the social subjects

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Towards better education about the Third World

curriculum ideas for the social subjects in secondary education

National Development Education Network

National Institute for Curriculum Development

Enschede 1990

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Enschede 1990

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0 PREFACE

For more than twenty-five years now the Dutch government has been stimulating education about the Third World in Dutch schools. A great many smaller and larger organizations have been receiving annual subsidies for the production of learning materials about developing countries.

In spite of all these efforts the Third World has not obtained a structural place in the Social Studies curriculum and everyday teaching practice. A nation-wide survey, carried out in 1981 showed that there was no teaching program about developing countries linked to the social subjects. Another result of the survey was that many learning materials had a strong ideological bias.

Since 1982 the Ministry of Development Aid has financed a curriculum and implementation project. This National Development Education Network will run until the end of 1991 and has a total budget of more than 8 million US$. The National Institute for Curriculum Development, SLO has been responsible for the development of curricula, learning materials and refresher courses. This took place in close cooperation with other educational institutions.

This publication is one of the results of the project. It contains a description of the underlying philosophy, the aims and contents and the ways in which curriculum ideas may be shaped in the teaching and learning process.

During the past few years this publication has gained wide support in The Netherlands, among teachers, teacher trainers, teacher organizations and publishers. However, "learning about the development issue" has not yet become a self-evident topic in schools. What has been attained is a basis for an improved quality and integration of what we'd like to call: development education.

We hope this English translation of the publication may inspire and stimulate our colleagues abroad, so that a dialogue becomes possible about the nature and the contents of education about the Third World. We welcome any comments or criticism.

An information brochure in English about the Development Education Network, together with a survey of publications for primary and secondary education may be ordered free of charge at SLO.

Hans Hooghoff
Senior curriculum advisor for the
Social Studies and Humanities

1 INTRODUCTION

The seriousness of the North-South problem can hardly be underestimated any longer these days. It is, if not the greatest, in any case one of the greatest dilemmas in our world. Only with an enormous joint effort on a global level can we release ourselves from this problem and maybe work up, for future generations, to a world in which at least poverty will no longer occur.
The political will, however, still seems to be missing, and so are the possibilities to put the North-South problem at the top of the international political agenda. Even the debt crisis, the instability of the international monetary system and one of this century's worst instances of famine have not resulted in a breakthrough.

That does not take away the fact that the necessity of information on this oppressive problem, and especially the significance of it as a topic in our educational system is generally acknowledged. "Learning about the North-South problem" should therefore be given a regular place in the curriculum as part of young people's personal and political education. This can be realized by devoting some space to the issue in the different subjects. A basic program for third world education guarantees the quality of the contents of education and of the pupils' basic education.

1.1 What is development education?

Each twelve to sixteen year-old pupil will come across the North-South problem sometime at school. This will primarily happen during the lessons of geography, history, sociology, economics and also during religious instruction. The number of lessons dedicated to the theme, the choice of topics and the intensity they are dealt with can differ greatly in every school or schooltype. There can also be a great diversity in the methodological approach of the theme.

Generally speaking there is little cooperation and consultation among the different subjects with respect to the treatment of the North-South problem. More and more teachers feel that this fragmentary approach, but also the lack of time is a real impediment for a satisfactory treatment of the issue. On the one hand there are overlaps in the learning materials, whereas on the other important aspects of topics get far too little attention.

Most teachers believe development education should make pupils aware of the equivalence of other cultures and give them insight into the relations between the Third World and ours. They also believe a sense of joint responsibility and involvement should be conveyed. In dealing with issues of development attention should be paid to both passing on knowledge and to creating positive attitudes.
However, a characteristic feature of the most frequently used school books is that they do not sufficiently show the links between developments in poor and in rich countries and pay little attention to creating positive attitudes. Research shows that in most school books the traditional picture of the Third World prevails: the emphasis is on internal impediments rather than on global relations. Often the problem is still largely reduced to a technical issue rather than to a political question. Solutions that are given usually stem directly from Western economic and political thinking.

Education thus does not sufficiently counterbalance the incoherent and fragmentary information about the Third World that the pupils receive through the media, which is often a source of prejudice and resignation. To put it even stronger, the fragmentary approach may even strengthen incomplete and incoherent images and prejudice. This curriculum should be seen against this background.

In order to guarantee the quality of the contents of development education, the authors suggest to schools to elaborate at least a particular minimum program. Guidelines and suggestions formulated as general aims and specified objectives have been included in the proposal. A principal aim was to link up closely with the curricula of the different subjects and existing teaching practice. The ultimate aim is to treat the North-South issue in such a manner that it appeals to pupils, that they start thinking and forming opinions about it.

In the curriculum the area of development education has been restricted to "LEARNING ABOUT THE NORTH-SOUTH ISSUE". It is evident that this issue is closely connected with other international problems. A separate treatment is the best way to promote well-founded opinions about the highly complex North-South problem. Such matters as armament and environmental problems need not be neglected, but should only be dealt with in those cases that it is important for a good insight into and a well-founded opinion about life of people in the Third World.
Another basic assumption is that development education should not stop at questions of inequality in the pupils' immediate surroundings. Of course, it is correct that paying attention to the pupils' interests will enhance their insights and involvement. Their immediate interests, however, should be no more than a point of departure. The central issue is the North-South problem: LIVES OF PEOPLE IN THIRD WORLD COUNTRIES COMPARED WITH AND CONNECTED TO THE LIVES OF PEOPLE IN PROSPEROUS COUNTRIES.

1.2 Why development education?

In our days everyone comes across the North-South problem, both in their private and their public lives. It is recognized that development issues are basically political problems and that people may have different opinions about the solutions to them. That is also why it is extremely important that those different points of view are also heard in education, so that pupils obtain a deeper and better balanced insight into the problems of Third Worlds nations.

Another argument is the way development education may contribute to intercultural education. There are a great many ethnic groups in The Netherlands, often living side by side: native Dutchmen, Turks, Moroccans, Surinamese, people from the Dutch Antilles and Moluccans. It is important for young people to learn how to deal with ethnic, and as a result of these, also cultural differences in Dutch society. Here, development education may contribute by dealing with ideological, political, ethnic and other relevant backgrounds of these minorities.

Development education can contribute significantly to the moral education of pupils. Better knowledge and insight may help take away indifferent, prejudiced, ethnocentric and resigned attitudes with respect to people in the Third World. It may also lead to reflections on one own's and other people's values and beliefs. Moral standards and values play an important role in judging other people's ways of life, the problem of poverty, the development issue, its connection with developments in one's own society, development aid and thinking about development. Development education should be aimed at bringing to pupils' notice moral standards and values of people in Third World countries and moral standards and values that play a role when pupils form opinions for themselves and when other people form opinions about the North-South issue.

Development education enables the teacher to acquaint the younger generations with the whole range of moral standards and values that are expressed in human rights. The right to a decent standard of living (food, clothes, shelter), the right to good health, the right to education, work, freedom and security, the right to participation, the right to self-determination and the right to development. In The Netherlands these have been widely accepted and form an ethic that various denominations can subscribe to. These human rights are the framework for judging the living conditions of people in the Third World, even though they may be interpreted in various ways and may have, for that very reason, varying and in our eyes often restricted significance.

It is important that young people realize that we cannot and do not want to accept that a large part of humanity lives in a situation that is characterized by enormous inequality, oppression, famine and poverty. Development education can help make pupils sensitive to values such as equality, justice and solidarity. All this is done in the hope that they will promote developments that will make a decent existence possible for everyone.

In that respect it is also important that pupils are offered a perspective for concrete action. They should learn in what ways everyone can help improve the lives of our fellow men in Third World countries. Much attention should be paid to possibilities for change, ways in which people already do their best there and here, problems they are faced with, and possibilities to help bring about change themselves, now or later. In that sense development education may broaden the social basis for development aid.

Development education also advances political education of young people. Preparing pupils for participation in political discussions and decision making about social issues and social participation is an important educational task.

1.3 Development education: from primary to upper secondary school

The points of departure mentioned before lead to the general aim in the curriculum "development education":

> "DEVELOPMENT EDUCATION IN SCHOOLS SHOULD AIM AT THE DEVELOPMENT OF KNOWLEDGE, SKILLS, A SENSE OF VALUES AND ATTITUDES, THAT ARE NEEDED FOR A GOOD INSIGHT INTO AND A WELL-FOUNDED OPINION ABOUT THE NORTH-SOUTH ISSUE: THE EXISTENCE OF PEOPLE IN THIRD WORLD COUNTRIES COMPARED AND IN CONNECTION WITH THE LIVES OF PEOPLE IN PROSPEROUS COUNTRIES."

In order to bring about a good insight into and well-founded opinions about this problem the following contents are thought to be relevant:

a. the ways people live in Third World countries
b. the poverty problem, the development issue and its connection with developments in prosperous countries, and development aid
c. the ways people in both Third World countries and in prosperous countries think about development.

A complex topic such as the North-South issue can only be dealt with in several steps. It would be possible or even desirable to treat all the aspects mentioned before in the education to twelve to sixteen year-olds. Time is limited, even when one assumes that ten percent of the periods available for the social sciences were to be devoted to development education. Besides, the aspect "thinking about development" is rather complex and abstract and an unlikely topic in the first phase of secondary education.

In the curriculum there is a plea for a permanent place for development education not only in schools for twelve to sixteen year-olds, but also in primary and in upper secondary education (the sixteen to nineteen year-olds). A so called longitudinal planning is being proposed, dealing with all aspects when pupils are "ready" for them as regards knowledge, interests and development.

These considerations have resulted in a proposal in which the emphasis in primary education is on learning about the ways people live in Third World countries. For the twelve to sixteen year-olds the emphasis is on the poverty problem, the development issue and development aid, whereas thinking about development is the central issue for the sixteen to nineteen year-olds.

Longitudinal planning of development education in schools

Age 6 - 12:
How do people in Third World countries live?

Age 12 - 19:
What is the central issue in the lives of people in Third World countries? What are the backgrounds, how can the problem be reduced? In what ways can people in prosperous countries contribute to the solution of the problems? (poverty problem, development issue and development aid)

Age 16 - 19:
What are the important opinions about the development issue? What are they based on? (development thinking).

1.4 A basic program for twelve to sixteen year-olds

For the twelve to sixteen year-olds a so called "common core curriculum" has been formulated for development education. In this common core curriculum the minimal curricular contents with respect to the North-South issue have been specified. Each school ought to elaborate such a program in the school curriculum. This guarantees the quality of the contents of education and of the pupils' basic education. Besides, the core curriculum can be a guideline with respect to the aims and contents of development education. The basic program contains three parts: the poverty problem, the development issue and development aid.
In the curriculum proposal it is formulated in terms of general aims and specific objectives.

The part dealing with the "poverty problem" covers issues such as the nature, the existence and the consequences of the North-South problem in its very essence: the prosperity gap between Third World countries and the developed countries, but also between and within Third World countries. The pupils become acquainted with the nature and the significance of poverty, prosperity gaps and their social consequences. It is important that they become aware of the necessity to narrow the existing gaps.

The part dealing with the "development issue" comprises content elements on the background of the differences in prosperity, on the changes necessary to reduce underdevelopment and the problems which can emerge when trying to drive back underdevelopment. In this part the pupil becomes acquainted with different attempts and strategies to get out of the situation of underdevelopment. What is important in the first place is that the pupils come to recognize that there can be various causes of underdevelopment and various strategies to solve the problem. They must develop the capability and willingness to determine their own well-founded point of view on the issue of underdevelopment. They must come to realize that the continued existence of underdevelopment in each country is a combination of internal and external circumstances, and that, in order to diminish the problem of underdevelopment, fundamental changes are necessary both within the Third World countries themselves, and in the interrelations between those countries and the developed countries.

The third part of the core curriculum finally deals with "development aid". The contents mentioned in this part relate to the various ways in which prosperous countries, and The Netherlands in particular, could contribute to the decrease of underdevelopment. The differences between Third World countries with respect to the factual and desirable forms of development aid are being dealt with. Particular attention is paid to the development policy of the Dutch government, the business community and other private development organizations. All this is to show the pupils how individual citizens can help diminish the problems in the Third World countries.

Through its structure the program offers a well-balanced, clear view on the issue as a whole. It presents a framework for development education, but at the same time leaves ample space for schools to choose their own interpretations. Each school is free to elaborate the basic program and to sequence the subject matter according to their own views.

1.5 The place of development education in the curriculum

Development education is not meant to become a new subject. It is desirable to link up with the contents of existing subjects and to work within the space that the curricula of those subjects and of future subject areas offer. The analysis of the curricula of the different subjects and educational practice have shown that the social sciences have much in common with the contents of development education. The subjects geography, history, sociology and economics already deal with the North-South issue.

The choice for the social subjects, however, does not imply that other subjects should never be involved in development education. Educational practice shows that language teaching and physics also deal with the North-South issue.

The curriculum departs from the idea that approximately ten percent of the time available for the social subjects should be spent on development education. This corresponds roughly to the time those subjects spend on the North-South issue at present.

1.6 Development education and methodology

From the preceding it will be clear that development education is more than conveying information. A deeper understanding of the North-South issue contributes to an attitude of more interest in the issue and in development aid in particular. Generally speaking, twelve to sixteen year-old pupils show little interest in the North-South problem and do not feel involved. What ought to be mentioned here is that insufficient research has been done on this specific problem, and that the results that are available are rather contradictory. Still many teachers can tell from experience that the pupils' knowledge of Third World countries is fragmentary and highly influenced by the media. Stereotypes and common places such as "Third World people themselves do little to improve their own situation" or "Development aid is a waste of money, the rake-off is considerable" are very common. This often leads to an indifferent attitude towards development aid and development questions in general.

If development education wants to contribute to a more critical and a more reflective attitude, this demands a lot of the learning process. The curriculum contains concrete suggestions how to achieve this attitude. One tries to arouse the pupils' interest by choosing subject matter that is worthwhile learning, subject matter that broadens the pupils' outlook and their experience and fits in with their level of development (which means that it has to be very concrete). The subject matter should offer the pupils the possibility of identification and should show some possibilities for a change of the situation. The latter is very important, because it will arouse the interest of the pupils more than subject matter which suggests that changes are very difficult, if not impossible to achieve. By showing the possibilities of positive change as a result of national and international efforts in development aid a feeling of powerlessness, which will lead to a certain disinterest can be prevented.

The curriculum also contains principles that may lead to a better understanding of the poverty problem, the development issue and development aid. Examples of such principles are: a well-structured approach making use of basic concepts and skills and linking up with the knowledge and skills pupils already have. Pupils may be activated by making them explore and structure concrete information, provided in various ways.

Another approach is to make them ask questions themselves about the subject matter and to ask them to perform certain tasks that aim at teaching them to think, to cooperate and to act.

It is obvious that a reassessment should be brought about, if necessary with respect to attitudes about people, situations and developments in the Third World. This may result in a stronger interest and more open, tolerant and involved attitude. It is of profound importance that pupils should become aware of moral standards and values that are relevant to this issue. One way of bringing this about is to choose learning materials, in which several moral dilemmas are presented. The pupil will be faced with contrasting interests and their backgrounds. That is a way of teaching pupils to judge their own and other people's choices from a moral perspective.

It is also important to use a great variety of materials, such as journalistic materials, poems, excerpts from novels, films etc. One has to be very careful not to dish up misery only. People in the Third World should not exclusively be presented as victims, but also as people who are working on the change of their own situation. That is why one should also pay attention to the changes themselves.

2 A BASIC PROGRAM FOR TWELVE TO SIXTEEN YEAR-OLDS

2.1 A Basic program

The basic program consists of three parts: the poverty problem, the development issue and development aid. For each part general aims and specific objectives have been formulated, which are meant to be a help for schools who wish to elaborate courses for development education. The program takes account of feasibility in terms of time as well as level.
The elaboration of the common aims and objectives will obviously differ per school type dependent on the time available and the type of pupil.
The concrete objectives that pupils can achieve must be determined for each schooltype. The curriculum can be used as a guideline for doing this, as it suggests some "possibilities of elaboration" of the basic program.

THE POVERTY PROBLEM: BASIC PROGRAM AND SUGGESTIONS FOR ELABORATIONS

Basic program:

The aim of education about the poverty problem is that pupils acquire insight into the differences in prosperity between Third World countries and prosperous countries, but also between Third World countries and within them; they should also begin to realize that those differences ought to be reduced.

1 The pupils can describe and interpret the nature of poverty on the basis of several social phenomena.

Elaborations:

1.1 Examples of bad living conditions (chronic undernourishment, poor housing, epidemic diseases, etc.) as manifestations of poverty and underdevelopment, as being in defiance of human rights.

1.2 Differences between absolute and relative poverty; rapid increase in both kinds of poverty.

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2 The pupils can describe and interpret the spread of poverty.

Elaborations:

2.1 Indicators of underdevelopment, such as GNP, life expectancy, degree of literacy; relative value of GNP as an indicator; distinction between Third World countries and prosperous countries on the basis of the indicators; underdeveloped macro regions.

2.2 Increasing prosperity gap between Third World countries and prosperous countries and among Third World countries themselves; creation of low and middle income countries.

2.3 Contrast poverty - wealth in rural areas and in the cities in Third World countries and the subsequent differences in prosperity. Poverty in rural areas: mainly families of people without land and peasants. Poverty in the city: mainly families in the informal sector of the economy and contract workers. Most vulnerable groups: children, women and old people.

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3 The pupils can describe and interpret several consequences of the differences in prosperity between Third World countries and prosperous countries and within Third World countries.

Elaborations:

3.1 Great differences in social and economic circumstances as a source of international conflicts.

3.2 Escalation of social contrasts in many Third World countries through increasing poverty and unemployment; this leads to internal tensions; this often to repressive measures by the governments and this in turn to violation of human rights.

3.3 Connection between poverty and rural areas on the one hand and the move to the cities and migration to other regions on the other.

3.4 Connection between poverty in Third World countries and migration of labor to the richer Third World countries and prosperous countries.

THE DEVELOPMENT ISSUE: BASIC PROGRAM AND SUGGESTIONS FOR ELABORATIONS

Basic program:

The aim of education about the development issue is that pupils acquire insight into the question of social development in Third World countries and its connection with development in prosperous countries; they should become able and prepared to express a well-founded opinion about it.

1 The pupils understand that the situation of the poorest people heavily depends on the family income and the policy of the society they are part of; they can describe and interpret these connections.

Elaborations:

1.1 The extent to which the needs of the poor are being met depends on the availability and accessibility of goods and services.

1.2 Access to goods and services is connected to the family income; this is connected to the presence of paid work and the distribution of the land. Availability of goods and services is connected to prosperity and the type of development.

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2 The pupils can describe and interpret historical backgrounds to the difference in prosperity between Third World countries and prosperous countries; they can indicate and interpret how Third World countries tried to bridge this gap in the past.

Elaborations:

2.1 Precolonial era: in many Third World countries the foundation for present-day underdevelopment was laid, whereas in Western Europe the foundations for social and economic progress were laid.

2.2 Colonial era: disadvantageous consequences of colonialism for Third World countries (such as economic adaptation to the needs of prosperous countries, demographic development, escalation of social contrasts).

2.3 Postcolonial era: independent status, often as a result of nationalistic movements. Increase of absolute poverty and structural dependence in spite of attempts to modernization and growth of the economy.

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3 The pupils are aware of the perpetuity of underdevelopment in each country as a result of the combination of a great many internal and external circumstances; they can describe and explain these.

Elaborations:

3.1 Internal restraining factors and causes of underdevelopment in Third World countries: low productivity, lack of capital, poor infrastructure, etc. Comparison of countries in these respects, connection with the countries' histories.

3.2 External restraining factors and causes of underdevelopment: disadvantageous international division of labor, protectionism, etc. Comparison of countries in these respects, connection with the countries' histories.

3.3 Connection and mutual influence of internal and external obstacles; connection with unfavorable national and international balance of power.

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4 The pupils understand that changes are needed, both within Third World countries and in the relations between these countries and the prosperous countries, in order to reduce underdevelopment; they can describe and interpret these changes.

Elaborations:

4.1 Development policy in Third World countries requires divers approaches (such as creating work, mainly in rural areas, increasing the participation of the population, export promotion).

4.2 Decrease of structural dependence requires changes in international relations (such as more transfer of knowledge and capital, better access to markets, less cultural influence).

4.3 Development as a many-sided economic, social, cultural and political approach aimed at the whole population's welfare; need for participation and redistribution; personal development as a basic right.

4.4 How people and countries in the Third World get organized to bring about change.

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5 The pupils can describe and interpret some development problems that occur in reducing underdevelopment.

Elaborations:

5.1 Urban problems: explosive growth, housing and employment problems, pollution, poor hygiene, poor services and congestion.

5.2 Problems of rural areas: degrading land related to a growing population, road construction, mining and forest exploitation and the like.

5.3 Debt problems, mainly in low-income countries, related to high costs of imports and reduced profits on exports.

5.4 Cultural problems: tension between "western" orientation and orientation towards the native (traditional) culture; problems of modernization.

DEVELOPMENT AID: BASIC PROGRAM AND SUGGESTIONS FOR ELABORATIONS

Basic program:

The aim of education about development aid is that pupils acquire insight into the ways prosperous countries, and The Netherlands in particular, may contribute towards a reduction of underdevelopment; they also learn what their personal contributions might be.

1 The pupils are aware of the differences among Third World countries with regard to the desirable kind of development aid; they can describe and interpret these differences.

Elaborations:

1.1 Different groups of Third World countries economically speaking; the geographical location of the most important countries of the different groups.

1.2 Export of raw materials, but also more industrial products from Third World countries to prosperous countries; increasing dependence of EC on Third World countries.

1.3 Low-income countries: benefit from import financing and long-term financial and technical aid for specific areas and sectors.

1.4 Middle-income countries: benefit from stable revenues from exports, better access to potential markets and further processing of raw materials by native industries.

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2 The pupils can describe and interpret different ways in which governments of prosperous countries may contribute to the reduction of underdevelopment.

Elaborations:

2.1 Bilateral and multilateral aid.

2.2 What governments of prosperous countries can do: long-term financial aid; favorable political positions and concrete measures with respect to international division of labor, international trade, raw materials, financial relations.

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3 The pupils can describe and interpret the Dutch development aid policy.

Elaborations:

3.1 Dutch aid: average sum per Dutch family per year; target countries, income groups, projects; criteria that are used. Dutch contribution to improved structural relations between Third World countries and prosperous countries.

3.2 Dutch development aid seen in the light of the problems of people and governments in the Third World countries.

3.3 Influence of (desirable) changes in international economic relations on the Dutch economy; restructuring.

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4 The pupils can describe and interpret the importance of private foreign investments for Third World countries.

Elaborations:

4.1 Multinational companies as the most important private investors.

4.2 Advantages and disadvantages of activities of multinational companies for Third World countries.

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5 The pupils can describe and interpret different ways in which citizens in The Netherlands can contribute to the reduction of underdevelopment.

Elaborations:

5.1 Co-financing organizations and their activities; possibilities of supporting these activities.

5.2 Third World groups in their own neighborhood and their activities; possibilities of participation.

5.3 Development aid policies of political parties; possibilities of supporting and influencing these policies.

5.4 Connections between lifestyles in prosperous countries and the development process in Third World countries.

5.5 The meaning of occasional actions for relief of acute needs.

3 THE DESIGN OF A LESSON PLAN

3.1 The why and what for

The theory of education, and educational methodology in particular has often been accused of aims-fetishism: a certain preoccupation with aims and objectives and a manner of curriculum planning and lesson programming that was to a great extent deduced from carefully chosen objectives. Experience with this way of working has taught us that it is more sensible to regard objectives as equal to other elements in the lesson plan. Well formulated objectives must provide the criteria for assessing the design of a lesson plan and the pupils' achievements. Nothing more, nothing less.

Talking about objectives, we distinguish general intentions, product objectives, process objectives and questions for pupils. The general intention indicates the program's direction. It contains the central issue of the series of lessons. This general aim should also be clear to the pupils and should therefore be translated into one or more questions they can easily understand. The general intention is elaborated into process and product objectives.

Comparison between product and process objectives

Product objective	Process objective
1. Knowledge and skills	skills and attitudes

A product objective describes what knowledge the lesson plan should teach and what skills should be developed.
The process objective refers to the complex skills and attitudes to which the lesson plan contributes.

2. Short term	long term

The product objective should be attained by means of the series of lessons; the lessons contribute to the process objective.

3. Usually tied to particular learning materials	not tied to particular learning materials

The ability to describe possible means in The Netherlands of contributing to the reduction of underdevelopment is specifically tied to development education. Pupils may "learn to discuss" during development education as well as during a technology project.

4. Often conditional in the structure of a course	not conditional

Dealing with industrial development in Brazil is fairly useless unless the basic topography of the country has been treated. There is, however, nothing against moving on to the next topic in development education even though the pupils have not yet learnt to write a proper report.

5. Rather easy to grade — less easy to grade

When features of poverty are assessed one can insist on an 80% score on a test. It is, however, almost impossible to indicate the level of awareness the pupils should attain in the whole range of moral standards and values that are expressed in human rights.

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6. Assessment of pupil behavior — assessment of teaching activities

Whether a product objective has been attained is usually assessed by testing pupils in one way or another. It is, however, extremely hard, if not impossible, to find out if a pupil has developed an attitude of involvement. This, however, is the main aim of development education. Its evaluation is different, though. Not the pupil, but the teaching activities are being assessed. The teacher will be required to refer to the curriculum and indicate in what ways and how often the objectives concerned are being offered to the pupils.

It will be obvious that in development education product and process objectives are complementary and ought to occur side-by-side in the curriculum.

3.2 What are the contents?

The general question about the contents will be divided into three parts:
- the selection of topics
- the units of learning
- the concepts

Concepts

The idea to structure learning materials around certain concepts is a key element in the "suggestions" for lesson planning given below. Why is this so? Man is used to divide observable objects and phenomena in the surrounding world into groups, to classify them. In this way we come to speak of concepts such as poverty, The Third World and underdevelopment. Through conscious thinking man discovers relations between concepts. Example: medical facilities may be available in a hospital, but the sick in the rural areas in the Third World often live too far away from the hospital and lack means of transport to get there. Even if they are able to reach a hospital, there is often no money to pay for medical aid. The relations among concepts such as distance, transport and costs give rise to the new higher ranking concept of "accessibility". Thus a whole network of relations is created that is used by man to structure the chaotic reality in which he lives. Science tries to create a system of concepts that is as efficient and unambiguous as possible.

It is an important task for education to clarify the most central concepts and the most important relations in the network for pupils. In dealing with the living conditions of people in Third World countries such concepts are "availability" and "accessibility" of goods and services. One should not try to introduce scientific concepts as soon as possible, but it is important for the teacher to know which concepts are central. The lead for the learning process should always be found in the real world, in concrete materials. Pupils should be enabled to discover the principles themselves in these materials. Of course, they need not reinvent the wheel. Teachers guide the learning process, firstly by the choice of learning materials, the pace and the sequence in which these are offered. In providing the pupils with adequate tasks self-study can be encouraged and guided.

The core of the learning process is not the reproduction of learning materials (rote learning), but in processing them. If learning materials are used in this way they may become development materials.

The selection of learning materials is based upon a thorough insight the teacher (or curriculum designer) should have into the conceptual structure. Whereas for the teacher the conceptual structure is the start of his methodological planning, for the pupil it is the end of a learning process, that always follows a line from concrete to abstract.

In describing the meaning of a central concept, one makes use of other, usually more concrete concepts. There exists a conceptual structure, in which basic concepts and coordinate and subordinate concepts may be distinguished. To give an example: the basic concept "accessibility" is clarified by means of concepts such as distance, poor roads, costs, wages, etc.

Units of learning

Basic concepts and other concepts together form the framework of learning materials offered within a topic. The conceptual structure contains few indications for the sequence of the learning materials. The sequence becomes clear in the distribution of the learning materials over units of learning. One unit of learning contains one or more lessons, in which one aspect of the topic is treated.

Selection of topics

Concepts and units of learning form the criteria for the sequencing of learning materials within a series of lessons. The distribution of the contents of learning for development education in the school curriculum will usually be in topics.

In trying to answer the question how this is to be done, one will need clarity on the following aspects:
- methodological principles
- educational principles
- working methods
- learning materials

Methodological principles are suggestions for educational practice. They are derived from what is known through scientific research about how children (and adults) learn and may be taught. A methodological principle is the link between a desirable learning process and classroom methodology. Different methodological principles refer to different kinds of learning.

For the acquisition of knowledge and insight the following methodological principles are relevant:

Methodological principles for knowledge and insight

Universal methodological principles

1. *From Concrete to abstract thinking*
2. *Learning by doing*
3. *Learning by variation*

Methodological principles aimed at information acquisition

1. *The "set" principle (guiding attention)*
2. *The principle of asking questions*
3. *The principle of learning by coming to an informative concrete level*
4. *The principle of learning by comparison and contrast*
5. *The principle of learning by repeating in various ways and by summarizing*

Methodological principles aimed at problem solving

1. *Learning by analysis*
2. *Intuitive learning*
3. *Learning by formulating hypotheses*

Development education is more than imparting knowledge and insight. It is also meant to contribute to the pupils' moral education. Within moral education one must make a distinction between the development and the transfer of values. The development of values is about learning to "value" and to make choices in moral dilemmas. The transfer of values is about the conscious or unconscious development of values and the attitudes resulting from them. As for development education we are talking about the enhancement of an interested open tolerant and concerned attitude towards people, situations and developments in the Third World.

Methodological and educational principles are abstractions which have to be translated into learner activities and into the choice and design of course materials. The principles become more concrete in course materials and learner activities.

Principles of the development of attitudes in development education:

* the principle of the indirect approach
* the use of "documents humains"
* not only problems
* people in the Third World people are not only victims
* change and success

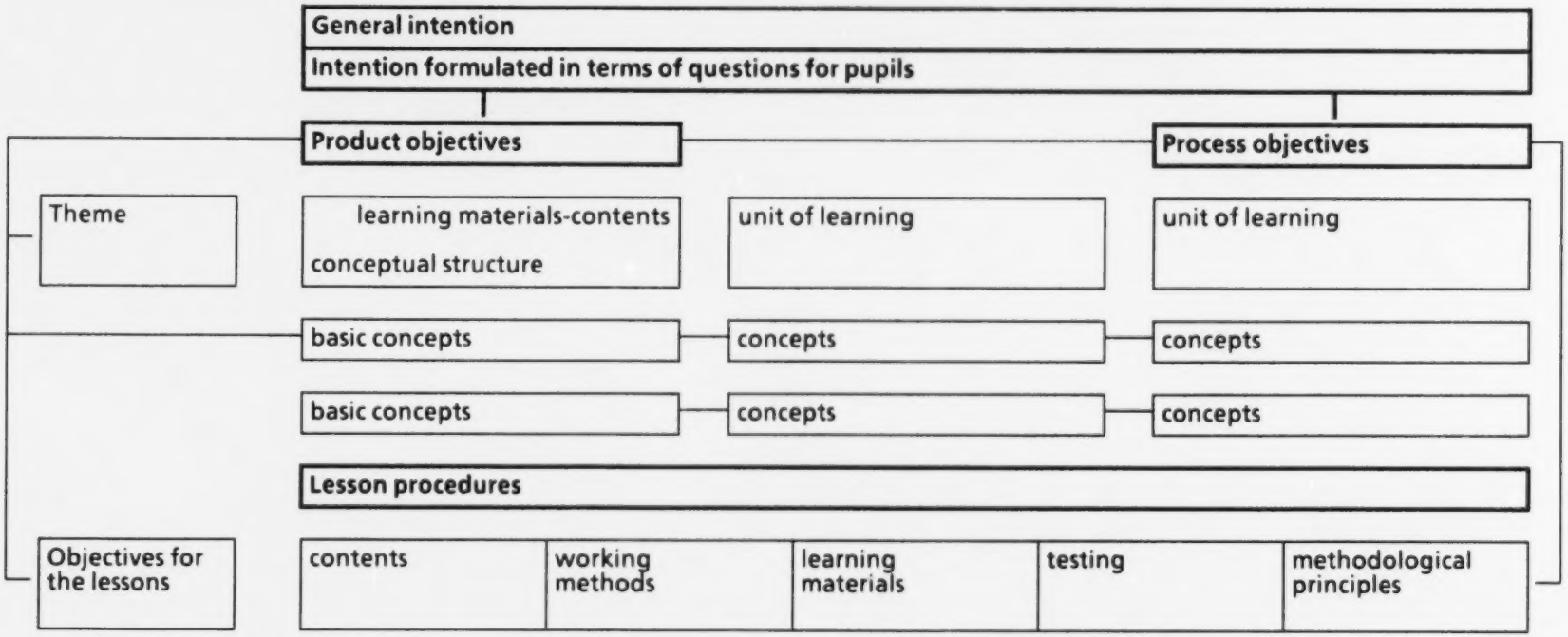
3.3 What are the results?

The answer to this question is facilitated by the formulation of objectives of the individual lessons in the form of questions for the pupils. The effect of education can be determined by investigating in how far pupils are capable of answering those questions. The principle aim of the investigation should not be the determination of the pupils' capability of reproducing new subject matter, but rather their capability of applying new knowledge and skills in a problem solving way.

3.4 Summary

In a lesson plan of development education the following questions should be answered: why, to what purpose, what, how and with what result? In the previous chapters we have worked out a structure for a lesson plan, which can serve as a guideline for answering these questions. The following diagram is a summary of this structure

Structure of a lesson plan



4 DETERMINATION AND FORMULATION OF AIMS AND OBJECTIVES

4.1 General aims

General aims are translated into questions for the pupils. The main features of these questions are the following:

- they are phrased in an open way
- they form the thread of the program for both teachers and pupils
- pupils must know them

Example: questions for pupils

Part 1 Lesson plan

1. Central questions

* *how do you explain that the relatively rich South America has become such a predominantly poor continent?*
* *which developments are currently taking place in South America in the cultural, social and environmental field and which influence does the West exert in these fields?*
* *which are the tensions that exist in South America between developments in the economic field on the one hand and in the social, cultural and physical field on the other hand?*

Lesson unit:

a. "HELP...MY FOREST IS BEING DESTROYED"

* *how are nature and culture related to each other in our environments?*
* *how do we handle nature in general?*
* *what is the Amazon-Indians' attitude towards nature, and how do you explain it?*
* *what is going to happen to the Indians, if (western) companies start exploiting the Amazon jungle on a large scale?*
* *who is interested in this exploitation?*
* *why is it that nature in The Netherlands is also regularly disturbed?*
* *which are the possibilities to bring about a change here and in the Amazon-region?*

b. "LA FAMILIA"

* *how are the living and working conditions of the farmers in the rural areas of South America compared to those of the large landowners?*
* *why is it that a large number of the rural population often move to the cities?*
* *how are their living and working conditions there?*
* *how do the rich elite live in the cities?*
* *which connection can exist between the large landowners, the multinationals and the poverty of the bulk of the South African population?*

Source: the teacher's manual "Arm zijn in het rijke Zuid-Amerika." ("Being poor in the rich South America").

4.2 Product objectives

When formulating the product objectives the following points have to be taken into account.

- Product objectives are the concrete objectives you wish to achieve with all the children within this series of lessons. It must be evident that it is possible to achieve them, in other words they must be testable.
- Product objectives can relate to knowledge as well as skills.
- Product objectives are derived from the "questions for pupils" which describe the general aim of the series.
  Product objectives partly include the answers to the basic questions. Partly, because, after all, those questions are phrased in an open way; to a certain extent pupils can give a personal answer to them, especially with respect to those aspects that are controversial in public opinion and in science.
- Think of what you would like your pupils to achieve in the lessons; what should they know, be able to do, have done after the lessons?
- If you demand practical requirements such as "doing a project" or "writing a report", include them in the list of product objectives.
- Restrict yourself in the number of product objectives; they ought to be reasonable in proportion to the length of the series of lessons.

Example: Product objectives

SURVEY OF THE SERIES OF LESSONS WITH REGARD TO AIMS AND CONTENTS

General aim of the series of lessons
Product objectives: minimal objectives formulated in terms of pupil behavior:

- *pupils have some knowledge of or insight into the problems of development of Africa and of Zambia in particular;*
- *pupils have some knowledge of or insight into the modes of living of Zambians compared with those in The Netherlands;*
- *pupils have some knowledge of or insight into the factors from the past and the present that determine life in Africa in general and life in Zambia in particular;*
- *pupils have some knowledge of or insight into the advocated changes, results and perspectives of the development issue;*
- *pupils have some knowledge of or insight into the cultural and historical factors that determine the ways people in Zambia live, their religion and their family life;*
- *pupils are able to formulate and underpin their own points of view with reference to solutions and changes in the development issue.*

Source: teacher's manual "Afrika: Zambia bijvoorbeeld" (Africa: example Zambia).

4.3 Process aims

When formulating process aims the following suggestions deserve mentioning.

- Process aims are long-term aims to which this series of lessons contributes. They may vary for each individual pupil as to their level and intensity.
- Process aims are derived from the general aims of development education as they are mentioned in the school curriculum.

Example: Process aims

Specific objectives:

* *pupils recognize such values as justice, equality and solidarity in their own lives and circumstances;*
* *pupils can explain in their own words what is meant by the values justice, equality and solidarity;*
* *pupils are aware of what justice, equality and solidarity mean for themselves;*
* *pupils feel emotionally involved in a concrete situation of social injustice in South America;*
* *pupils are aware of the meaning of justice, equality and solidarity in a more distant situation (in South America).*

Source: the teacher's manual: "Arm zijn in het rijke Zuid-Amerika." ("Being poor in the rich South America").

5 THE SELECTION AND SEQUENCING OF THE LEARNING MATERIALS

5.1 Basic concepts

The basic concepts are the core contents of the lesson plan; they are what is left of a subject when it has been stripped of all examples and side issues. The basic concepts refer to the fundamental principles that underlie the learning materials.

> *Example: basic concepts (world food problem)*
>
> *Basic concepts*
>
> *chronic undernourishment accessibility availability*
>
> *Source: the teacher's manual: "840 miljoen....over het wereldvoedselvraagstuk" (840 million...about the world food problem).*

5.2 Conceptual structure

- The basic concepts are part of a conceptual structure, in two ways. There are relations between the concepts, i.e. they are part of a network.
- On the other hand, each basic concept has a meaning, a basic concept consists of several subordinate concepts. There exists a relation of superordination - subordination.

Before the basic concepts are determined it is worthwhile to examine this dual structure. This structure ought also to reflect the aims and the product objectives in particular.

- The following method of finding the basic concepts is convenient: write down spontaneously in everyday language what you like the children to learn with this lesson plan (you may also tell somebody). It appears often possible to identify the basic concepts in such a text.
- Remember, the basic concepts and the conceptual structure may be helpful in selecting and sequencing learning materials; however, they are not a straightjacket.

5.3 Units of learning

In the series of lessons several units are subsequently dealt with that together highlight the theme of the series. Criteria for the selection of a unit of learning are the following:

- The units of learning should, jointly, enable the pupils to find answers to questions that reflect the general intentions of the theme.
- A unit of learning should fit in with the product objectives.
- The unit of learning should contribute to the building up of a conceptual structure.
- There ought to be enough illustrative materials or these should be easy to produce.

- In dealing with the unit of learning a variety of working methods should be possible in order to contribute to one or more process objectives.
- A unit of learning should be attractive and challenge the pupils; it should offer ways of identification, which, however, does not mean that there should always be a direct link with their personal experiences.

Example: Units of learning and survey of lessons (world food problem)

General survey of the series of lessons. For each lessons the relevant chapter from the pupil's book is given.

Part A: The problem

Lesson 1:	*Classifying foods (chapter 1)*
Lesson 2:	*Little experiments (chapter 1)*
Lesson 3:	*Your own daily menu (chapter 1)*
Lesson 4:	*Your own daily menu, examining each foodstuff (chapter 1)*
Lesson 5:	*Undernourishment (chapter 2)*
Lesson 6:	*Figures about undernourishment (chapter 3)*
Lesson 7:	*Mapping undernourishment (chapter 4)*

Part B: Causes

Lessons 8/9:	*Hunger is poverty (chapter 5)*
Lesson 10:	*One, two, a lot...(chapter 6)*
Lesson 11:	*Are warm countries, poor countries? (chapter 7)*
Lessons 12/13:	*Why the farmer farms as he farms (chapter 8)*
Lesson 14:	*About farmers and farmers (chapter 9)*
Lesson 15:	*About raw materials, terms of exchange and tariff walls (chapter 10)*

Part C: Measures

Lesson 16:	*What should change? (chapter 11)*
Lessons 17/18:	*Resistance and struggle in the Third World (chapter 12)*
Lessons 19/20/21:	*Adjusted technology (chapter 13)*
Lesson 22:	*Which development project would you choose? (chapter 14).*

Source: the teacher's manual: "840 miljoen....over het wereldvoedselvraagstuk" (840 million...about the world food problem).

6 METHODOLOGICAL DESIGN

6.1 Introduction

The following aspects are important for the methodological design of a lesson plan:
- methodological principles
- educational principles
- working methods
- selection and design of learning materials

Methodological and educational principles are "prescriptions" for the way teaching and learning is organized and by means of which certain ways of learning become possible. The principles, together with the working methods and the learning materials determine the teaching and learning processes. They form an entity, in the sense that methodological and educational principles are abstract notions that must be made concrete in working methods and learning materials. A principle becomes operational in the teaching and learning process through working methods and learning materials. The relation between methodological and educational principles on the one hand and working methods and learning materials on the other will be reflected in the structure of this section.

6.2 Universal methodological principles

From concrete towards abstract learning

This methodological principle is an elaboration of the discovery learning tenet. By working with concrete information materials, structuring and categorizing, pupils are guided towards concepts. The pupil first acts on reality, then represents reality in images and finally describes it in symbols (language). If we use these formulations, we see the gradual build-up of the study process again reflected in this principle.
- First see to possibilities for the pupils to explore, as much as possible, the learning materials in direct sensory and emotional contacts by:
  - taking objects into the classroom
  - practical situations
  - discussions with field workers
  - role play
- Then provide images by:
  - providing visual information
  - asking pupils to make drawings, diagrams, scale-models, etc.
- Finally see to formulations in language by:
  - offering a summary or having one made
  - creating a list of concepts
- See to a proper sequence of and relation between these stages.

Example: From concrete to abstract learning

The food in our diet
Why do people eat? What do you have to eat in order to grow, to work and to stay healthy? These are the two questions that start off this booklet about undernourishment in the world. For not until you know which food is necessary and why that is so, can you understand the consequences of too little food.

Classifying foods
You can see all kinds of food in the classroom.
Classify the foods in several groups.
Write down why you have chosen such a classification.
Write down which features other pupils have chosen in classifying the foods.

We know that health foods contain substances that we daily need: the nutrients.
You are now going to do a few experiments to show the presence of several nutrients in a foodstuff.

Source: Pupil's materials: "840 miljoen....over het wereldvoedselvraagstuk" (840 million...about the world food problem).

Learning by doing

Starting from the assumption that learning does not take place until the brain itself carries out activities, this principle aims at arousing and maintaining pupil activities.

- Pupil activities may be encouraged by:
  - thinking of stimulating tasks
  - formulating challenging questions
  - organizing collaboration in small groups
  - giving specific tasks for working with information materials.

Example: Learning by doing

Learning unit C: *About life in Zambia*
Basic question: *In what respect is living in Zambia different from living here? Why is that so? What are the problems and what are the solutions?*

Lesson C1: *Living in Zambia in the past, now and in the future.*

Pupils are given the task (manual) to study different files in small groups, to make questions, discuss methods and present them to the class.

Idem for family and religion.

Source: teacher's manual "Afrika: Zambia bijvoorbeeld" (Africa: example Zambia).

- You can keep the activities going by:
  - paying attention to explaining to the pupils why the tasks are important
  - setting clear working targets
  - building moments of reflection into the procedure to assess if the pupils are still on the right course (evaluation and feedback)
  - guiding the pupils to the aim again and again.

Learning by variation

This methodological principle is based on the insight that concepts are anchored in the memory in various ways when information is supplied through all senses available. Thus, it is also possible to cater for pupils that are different with respect to information processing: there are differences in preference for one of the senses.

- See to a variation in the information supply:
  - sound and image
  - spoken and written word
  - direct sensory experience of objects: matter, shape, taste, smell.

Principles aimed at information acquisition

The "set" principle

This principle is based on the fact that people select information on arrival; only information that receives attention is let in. This makes it necessary to guide the attention at the start of the teaching process.

- A "set" arouses curiosity, but does not structure.
- Partial subjects are always pointed at in the "set"; the main basic concepts are already casually used. Therefore, later on you may refer to the "set".
- There are "sets" for:
  - a lesson
  - a partial subject
  - a series of lessons.

The amount of learning materials you wish to present together, at the same time, depends on the pupils' age.

- A "set" may take many forms:
  picture/slides/film/photos/story...
- Each "set" should contain a listening or viewing task in order to stimulate pupil activities.

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Example: The "set" principle

Introduction

This booklet is about malnutrition in the world. It is not a nice topic, but still it is very important to know something about it. Then you will understand better what is going on in the world. You can form your own opinion on the topic. You can judge better whether you can do something about the situation and what.
This booklet is not about famine. Times of famine are temporary catastrophes resulting from periods of drought, inundation, war and so on. Although most of the information you get on TV is about those catastrophes, they are not the real problem. They are just the tip of the iceberg. There is another problem which is far more serious and more difficult to combat, and that is chronic (lingering) malnutrition. This is the situation in which people have too little food to live on and too much to die. Hundreds of millions of people live in this situation. This is the real world food problem and that is what this booklet is about.

The booklet consists of three parts:
Part A is about the question: which people suffer from malnutrition and where do they live?
Part B goes deeper into the backgrounds of the world food problem. What are the causes?
Part C is about the question of what is being done about the problem and what should be done in the future.

The world food problem is a complex issue. You cannot point out one single cause. So you also need a variety of measures to drive the problem back. In order to prevent you from getting lost in all the aspects of the problem you can find a survey of the problem and its causes at the back of this booklet. There you can see how things are related to each other. The illustrations in the survey are the same as those in the different chapters of Part B.

Learning by asking questions

One assumes that in the learning process the brain does not only absorb information, but also searches for information that can complete the initially incomplete impressions. The brain asks the environment questions, as it were. This process can be stimulated in education. It must be emphasized that we are talking about questions that children formulate themselves and not about those that children have to answer.

Putting questions is an important aspect of discovery learning. It creates an investigating attitude that enables pupils to explore their world. It is important to choose a procedure that guarantees that all pupils formulate questions and that all pupils are involved in answering the questions.

- The subject matter must evoke sufficient questions that fit into the general aims.
- Avoid as a teacher to correct or complete the answers too soon, while pupils are still working.
- See to it that the work is carried out well: complete answers, clear answers (no puns!), well elaborated notes.
- Try to stimulate the pupils to formulate so called operational questions, such as "what happens if....?" questions. These lead to the formulation of hypotheses and to further investigation.

Example: Learning by asking questions

Description of lessons A2 and A3

- *The series of slides on Africa is the beginning of this lesson. The series is presented without sound or commentary.*
- *The pupils are asked to carry out the following assignment:*
  Write down all the questions and remarks that come across your mind while you are watching the slides.
- *The teacher lists the questions on the blackboard. In such a way overlapping questions are being removed.*
- *Pupils are asked to answer those questions with the help of file 1: Africa.*
- *Part of the lessons A2 and A3 is used to answer the questions and elaborate the questions and tasks that are already in the file. It is possible to give the pupils some of the questions/assignments as homework.*
- *When in the course of lesson A3 the series of slides is finished, the teacher will propose a short group discussion with the main questions:*
  - *What is Africa?*
  - *Why is Africa ancient and young at the same time?*
  - *Mention five problems that Africa faces nowadays.*
  - *How can the problems of Africa be tackled.*
- *At the end of lesson A3 the series of slides on Africa is shown a second time, but now with commentary as an audiovisual summary and repetition of what has been learnt up to now.*

Source: Teacher's manual "Afrika: Zambia bijvoorbeeld" ("Africa, example Zambia").

Learning by coming to an informative concrete level.

The brain processes the absorbed information by structuring and categorizing it; concepts are being formed. A concept can be regarded as fully acquired as soon as it has been adopted into the memory together with an ample series ("load") of subordinate concepts, images and experiences, and when it is embedded in a network of other concepts. It is part of the method of discovery learning that pupils achieve this adoption and embedding of concepts by taking them directly from the information material. The learning material must be such that structuring and the formation of concepts is made possible and stimulated. Only then can we speak of development material.

- Informative learning material on a concrete level (subject matter, in fact) can have various forms: text, film, photographs, books, illustrations, diagrams, objects.
- The material is screened by the pupils for information with the help of a preceding assignment; the results are written down.

Learning by coming to an illustrative concrete level

Clarification and formation of concepts is also stimulated by giving examples. The main feature of examples is that they are interchangeable: a geographical concept can be illustrated by pictures from France as well as from Norway.

- Illustrative material can have various forms: story, film, photographs, objects, etc.
- Choose the illustrations on the basis of their supporting value for the formation of basic concepts and the further structure of concepts.
- Use the illustrations at the right moment in the series of lessons. The illustrative concrete level can have the function of set, of repetition as well as evaluation.

Example: A series of slides as illustrative material to make the problems more concrete

Lesson B1: Picture of life in Zambia.

Pupils make up a few concepts which are characteristic of life in Zambia and check their opinions and ideas in the text of the file.

Lesson B2: What do the pictures look like?

To sum up the two lessons on features, causes and perspectives a summarizing series of slides is shown.

Source: Teacher's manual "Afrika: Zambia bijvoorbeeld" ("Africa, Example Zambia").

Learning by comparison and contrast

The formation of concepts is prompted by doing comparative tasks within the information materials. Concepts are clearly delineated when one does not know the examples only, but the opposite examples as well. Thus, concepts will be more firmly anchored in the memory.

- See to it that the materials are informative enough.
- In principle this operation may be applied to any informative or illustrative materials.
- The results of the task are systematically listed.

Example:

Needed are:

* *cassette-tape with an interview with young Zambians about their youth.*
* *questionnaire for the pupils.*

before the task:

1. *list the differences and similarities in growing up in Zambia and in The Netherlands.*
2. *What strikes you most?*
3. *How would you describe growing up in Zambia?*

Pupils listen to the interview and fill in the questionnaire. The focus of the class discussion will be: what does growing up mean in a developing country?

Source: Teacher's manual "Afrika: Zambia bijvoorbeeld" ("Africa, Example Zambia").

Learning by repeating in various ways and by summarizing

Learning materials are more firmly anchored in the memory through repeating and summarizing them regularly.

- You may bring about variation by appealing to different senses, by employing different working methods (games, essays, drawings, gap-exercises, discussions...) or by using different illustrative ways of making things more concrete.
- A summary may serve to reinforce a conceptual structure systematically. This conceptual structure was the starting point for the teacher, but now becomes the end of the project for the pupil.

Example: Learning by repeating in various ways and by summarizing

Task 16:

You have learnt a few things about life of the Incas, the Indian people that used to live in South America. Try to summarize in your own words (in at least 20 lines) what you have learnt about them until now. In your summary you should mention among other things:
- *How the Incas lived.*
- *How the Inca empire was ruled.*
- *How they grew food.*
- *If the distribution of food was fair.*
- *If the Inca Indians were treated equally.*
- *What the Incas' religion was.*
- *If the Incas practiced solidarity among each other.*

Think of a suitable title for your story. Finally, make a drawing. You may think of the children visiting farmer Acoya, or the Inca farmers taking their produce to the imperial storehouses. You are free to choose the topic of your drawing.

Source: pupil's book: "Arm zijn in het rijke Zuid-Amerika." ("Being poor in the rich South America").

Principles aimed at problem solving

Intuitive learning

- Dealing with information in a imaginative way, by guessing, going by intuition, requires "intellectual scope". The teacher should not judge too quickly.
- It requires flexibility on the part of the pupils; divergent thinking, or considering more solutions. The teacher may stimulate this by asking for new solutions time and again.
- Intuitive thinking among pupils is furthered when the teacher treats the learning material in various ways; the teacher as a model.
- A period of intuitive thinking should always be followed up by a period of inquiry into the truth value of the solutions. Otherwise there is the danger of superficiality.

Example: Intuitive learning

Task 3:

Below you see a description of several problems in Mwanamonga. First the problem is described followed by a description of how we deal with the problem in The Netherlands. You should indicate how the problem should be tackled in Mwanamonga. Consider what is possible and what is not. Make use of your knowledge about the village and the technical means available.

PROBLEM cultivation

It is hard to till the soil with a hoe on the fields that are getting larger and larger.

SOLUTION IN THE NETHERLANDS

tractors, combine harvesters and sowing-machines

SOLUTION IN MWANAMONGA

_____

_____

PROBLEM food production

More food has to be produced

SOLUTION IN THE NETHERLANDS

Use of fertilizer, pesticides and better seeds

SOLUTION IN MWANAMONGA

_____

_____

Source: Pupil materials: "Ujamaa voor Tanzania" (Ujamaa for Tanzania).

Learning through analysis

By learning through analysis we mean:

- a systematic step-by-step processing of information; the implication is that all the information is available beforehand
- and that it is based on logical thinking; it requires a systematic registration of the various stages in the thinking process.

Example: Learning through analysis

Task 1:

Why did Pedro die? What were the <u>real</u> causes?

We are going to play a question-answer game:
- *We are first going to sit in a circle.*
- *Now please, take the text below.*
- *The teacher asks a question. One of you will read the answer that is in the text. At each question we are getting closer to the heart of the matter. It is like peeling an onion, you keep peeling off the layers.*
- *When there are no more answers given, you will see dots. The dots are not there until you have come to the heart of the matter. Whose turn it is, should think of an answer. In other words, s/he should indicate the heart of the matter and the class may comment on it. When there are no more comments, you continue with the text.*
- *After the question-answer game you answer the question: what is the <u>real</u> cause of Pedro's death?*

Q = question A = answer

Q: What were the real causes of Pedro's death?
A: He died of tetanus: so it was the tetanus bacteria.

Q: BUT WHY did Pedro incur a tetanus infection and not somebody else?
A: Because he had gotten a thorn in his foot.

Q: BUT WHY did that happen?
A: Because he went barefoot.

Etc, etc.

Source: Pupil materials: "Gezondheid: Recht of voorrecht?" (Health: a Right or a privilege?).

<u>Learning by formulating hypotheses</u>

- The investigating attitude of pupils is stimulated when they formulate hypotheses. The teacher may arouse them by asking pupils to complete the following opening phrases:
  - What would happen if...
  - Let's assume ...
  - Suppose ...
- Such sentences may always give rise to questions such as:
  - ...; what conclusions can we draw now?
  - ...; what are the consequences of all this?
  - ...; what will happen next?
  - ...; what would be the influence of all this?

Hypotheses formulated in this way may easily lead on to new learning activities: experimenting, practical work, library searches, arguing, discussions.

Example: Learning by formulating hypotheses

Unit B Example Zambia 2 lessons lesson B1 and B2

Objectives B1 and B2

- *Pupils know the most important problems of life in Zambia, they can indicate its causes and they know the prospects of this developing country.*
- *Pupils can formulate several hypotheses about life in Zambia and test them against further information.*

Description of the lesson

. *The teacher explains to the class that we are now going to study an African country more closely. First a few questions need to be answered.*
. *Ask the pupils what they know about Zambia and if they think their ideas are correct. After the study of Zambia it will become clear whether they were right.*
. *Ask the pupils to complete the following phrases:*
  a. *Zambia is .....*
  b. *People from Zambia are .....*
  c. *When I hear the word Zambia, I am thinking of .....*
  d. *Zambians probably think that Europeans .....*

Source: Teacher's manual "Afrika: Zambia bijvoorbeeld" ("Africa, Example Zambia").

Principles aimed at moral education

In moral education a distinction may be made between the development of values or their exploration and transfer of values. The transfer of values is aimed at the teaching of values that are considered important in society, such as the whole range of values and moral standards that are reflected in human rights. In the development of values the emphasis is on the reflection on one's own and other people's interests, opinions and values. Transfer of values and development of values may be looked upon as two processes of moral education that complement each other.

Development of values: moral dilemmas

The central element in the development of values within development education is learning to deal with and choosing in moral dilemmas in the North-South issue. From a methodological point of view there is a preference for working methods that stimulate discussion, confrontation with other people and their opinions and identification with others.

Transfer of values

In development education the aim of the transfer of knowledge
should be making pupils accept that human rights do not only apply to themselves, but to all people on this earth. And that they are prepared to fight for this cause. Values are closely related to attitudes. Development education should be aimed at changing attitudes of indifference and resignation, attitudes that are based on prejudice and ethnocentric thinking. Development education should lead to attitudes based on positive values: solidarity, equality and justice. Sympathy, openness, tolerance and involvement are examples of such attitudes. What are the educational principles that can contribute to the formation of these attitudes?

A. The principle of the indirect approach

A first prerequisite is that preaching, moralizing and exerting moral pressure is absolutely ineffective. Apart from stylistic objections, it just does not work: adolescents do not accept it. A better approach is the one that has been called "the indirect approach". An approach, in which one assumes that one should not preach values and attitudes, but that the pedagogical climate at school should reflect them in the way the lessons and the selection of learning materials take place. What we need are the facts about reality and the way ordinary people experience reality. No sermons, but representing reality with human empathy, no moralism, but literature.

This should be a guiding principle in the analysis and description of poverty and inequality. Not only scientific data should be used, but also "documents humains", such as journalistic materials, excerpts from novels, poems, autobiographies and movies. It is an affective approach that is important for the development of empathy.

B: Not only problems

This principle indicates the importance of not discussing problems and misery only. Not only does a distortion of reality result from it - reality as a massive whole of only misery, the image that is, unfortunately, also the "hidden" message transmitted by the news media -, it is probably counterproductive as well for the development of sympathy and involvement. A good illustration is a seventeen-year-old's reaction, who said: "...by hearing and seeing again and again how poor the people in the developing countries are, I sometimes notice that I am taking a strong dislike to those people.

Example: Not only problems

Carnival in Rio...
Maria is the eldest daughter of the Rodriguez family. She has been saving money since last year, because she wishes to marry Juan next year. They met at the Carnival two years ago. Maria often thinks back to it: Juan was such a fantastic dancer, she simply was envious of him! Surely, she could dance, too, but not like that. It had all been rather strange. She had never been really in love before. And then, suddenly it happened. Soon it will be Carnival again. That means a lot of work for Maria and her brother Roberto, because they will be selling soft drinks at the bay of Rio de Janeiro. They are going to make a lot of money. Maria is still enjoying it; she started selling home-made soft drinks a few years ago. Now Maria and Roberto have a kind of small soft drink factory. The raw materials are fruits that can no longer be sold and of course some cane sugar. Small presses mix the fruit and the mixture is put in old cleaned salad oil bottles.

Source: pupil's book: "Arm zijn in het rijke Zuid-Amerika." ("Being poor in the rich South America").

C: People in the Third World are not only victims

As a sequence to the preceding section is the principle of presenting people in Third World countries not only as victims, but also as people trying to bring about change when their situations requires it and when they are in a position to bring about change. Stories about farmers' and citizens' organizations, (small-scale) entrepreneurs and trade unions in the Third World may be valuable contributions.

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D: Change and success

If we want pupils to get involved, we must make them see that change is possible. The learning materials should, therefore, not only focus on the changes that have to be brought about, but also on what has changed in a positive way, on what has already been achieved.

7 ASSESSMENT AND TESTING

Assessment may be looked upon as an activity that takes place in the course of the learning process. Its aim is then to take measures and keep the children on the right course. The information that both the teacher and the pupils get is a kind of feedback. However, the results of the learning process may also be established at the end of a lesson or a series of lessons. We then use the word testing.

Feedback

- Feedback focusses the pupils' attention anew on the central question of the lesson or the series of lessons.
- Positive advice is more effective than criticism.
- Feedback should not contain too much information: pupils should solve the problem themselves.
- Feedback should be given in such a manner that self-correction by the pupils is furthered.
- Feedback may be given orally, but also in writing, for instance a comment on written work. Comments in writing, however, should always be available to the pupils as soon as possible.

Testing

There are different assessment procedures for different educational aims. For specific measurements of knowledge we use closed tests, whereas we have more open testformats at our disposal for more complex assessments of attitudes. In choosing testformats the guiding principle is always what we wish to assess. We shall distinguish four ways of testing the results of the teaching and the learning process.

1. Asking a straight rendering of information that has been taught: reproduction
2. Asking for production of new information by applying concepts learnt beforehand, such as rules, methods and techniques. (Explain how selective perception may lead to prejudice): production
3. Asking pupils to compare information with information that has been learnt earlier and to indicate whether the information is the same. (What kind of groups may be distinguished in the television debate about South Africa?): identification
4. Asking pupils to judge a situation or a problem on their own account, with a large degree of autonomy: independent work

Possibilities of creative testing formats as mentioned under 2 and 4 are:

- a talk in class
- a group discussion
- a class discussion about a question within the theme that has been treated
- doing a project, individually or in a group
- an essay
- an exhibition
- a show (at a parents' evening)
- a newspaper

Example: A newspaper as a testing format

Final task 14

You are now going to prepare a newspaper (if necessary, with pupils from your group who have chosen the same subject).

What should the newspaper be about?
a. About the Amazon Indians in their tropical forest.
b. About environmental problems here.
c. What could we do to help solve those problems, here and there?

What should be the contents of the newspaper?
- *an article written by the chief editor with his opinion about the problem;*
- *a letter to the editor by a reader who has been to Brazil and who has visited the Amazon Indians;*
- *a letter to the editor by a teacher who tells something about acid rain.*

Make a drawing or stick a cartoon in between. Any other ideas, just talk to your teacher about them.

If you find it hard to write things, have another look at your book and find some more information.

Points of attention for the production of the newspaper:
- *the newspaper ought to have a name, for instance "the Treepaper";*
- *design headlines for the articles;*
- *pay special attention to the layout: take the front page of an existing newspaper as an example;*
- *think of the space available: you will get one large sheet of paper!*

The newspaper will be stuck to the wall of the classroom.

What you will need for this task:
- *pair of scissors*
- *glue*
- *large sheet of paper*
- *pencil, crayons or felt-tip pens*
- *pen*
- *ruler*

GOOD LUCK

Source: pupil's book: "Arm zijn in het rijke Zuid-Amerika." ("Being poor in the rich South America").

Other reproduction or identification formats are:
- oral test
- written test

National Development
Education Network

The National Development Education Network was established by the Minister of Development Aid and the Minister of Education and Science in 1986. The occasion was a parliamentary resolution of 1985, in wich the government was asked to take measures to integrate and to improve teaching about the Third World in the Dutch educational system. The network will be operational until the end of 1991.

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